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ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I funded programs for the state of Colcrado are reviewed in this report. Low income group children, children from various ethnic groups, and handicapped children were served by Title I projects. The project components included the following: reading, mathematics, oral and written communication, early childhood, and projects focusing on general academic improvement. Among the evaluation results are the following: While programs operating language arts projects did not produce achievement at the expected levels, data indicated that substantial progress had been made. Students participating in mathematics projects achieved at reasonably high levels. Projects with affective objectives made some gains toward improved pupil attitudes. (Author/AM)

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The Elementary and Secondary Education Act
TITLE I
(Public Law 89-10)

COLORADO ANNUAL EVALUATION REPORT

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Denver, Colorado
November, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Robert F. Cheuvront

FOREWORD

This report represents tenth year funds made available for the education of children designated by the Elementary and Secondary Education Act of 1965 as "educationally deprived." The report also represents a significant departure from the previous reports in the method used for evaluation.

The report provides greater accuracy in the reporting of numbers of pupils in programs because of the improved data collection methods. It should also reflect greater accuracy in the reporting of pupil progress.

Title I ESEA is an operational program in Colorado. It cannot be considered a research program. The tools and controls available to the educational researcher are not available to the administrator of an operational program dealing with extremely large numbers of districts, personnel and pupils. Therefore, data collected for this program utilizes some of the techniques of operations research in that indicators of success are being sought. These indicators are tied to the needs assessment, the program planning process and the objectives of each Local Education Agency (LEA) program. The data from each LEA has been classified into broad areas and merged into a State report which represents the Title I effort in Colorado.

I am pleased to pass along this tenth annual report of Title I programs in the State of Colorado both to the Congress of the United States and to the people of Colorado.

Calvin M. Frazier

Calvin M. Frazier
Commissioner of Education
State of Colorado

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I. ORGANIZATION OF THE COLORADO SCHOOL SYSTEM

The United States Constitution in failing to mention education reserved these powers for the states. Each state in organizing for these responsibilities has done so somewhat differently. While no claim is being made here for a superior organization, Colorado has, along with other states, its own unique character.

Article IX of the State Constitution provides that the general supervision of the public schools shall be vested in a Board of Education consisting of a member from each congressional district. Members serve without compensation. Provision is made for the appointment by the Board of Education of a Commissioner of Education whose duties are to be prescribed by law.

The Constitution directs that the General Assembly establish free public schools in the state wherein all residents between the ages of six and twenty-one years may be educated. It forbids the provision of Colorado public funds to private schools, churches or sectarian purposes. It permits the General Assembly to legislate compulsory education.

The Constitution requires the general assembly to provide for the organization of school districts which must have a locally elected Board of Education. "Said directors shall have control of instruction in the public schools of their respective districts."

Thus, while statutory provisions provide state money to the schools and give the Commissioner the power to require reports from the local districts, the control of instruction resides with the local Boards of Education. The State Educational Agency (SEA) does not plan or implement LEA instructional programs in any phase of its activity.

The SEA often acts to stimulate change through the ability of individuals in the agency to persuade LEA personnel to adopt a method which is known to produce better results. However, such matters are not accomplished by regulation.

Regulatory powers of the SEA are confined to the certification of teachers, the process for provision of funds, collecting necessary reports for legislative information and the administration of specific state statutes related to education. Control of instruction is a local matter.

The administration of Title I in Colorado follows the same general procedure in that each district is responsible for the development of its own Title I instructional program and the SEA administers the provisions of federal law and regulations. Districts determine their own processes within the scope of federal regulations.

Colorado has established, under the Colorado Board of Education's supervision, 1238 public elementary and secondary schools in 181 school districts. Community colleges and universities are under the jurisdiction of another agency. Elementary and Secondary Education consists of grades kindergarten through grade 12 and pre-kindergarten is permissible under Colorado law at the LEA's option.

There are 231 known private schools in Colorado. These schools have made themselves known to the Colorado Department of Education in various ways. There are no statutes in Colorado related to the operation of private schools or even their registration with the Department. Private kindergartens, pre-schools and day care centers are required to be licensed and are regulated, but not by the Department of Education. Rather, this procedure is delegated to the Department of Social Services.

Fall membership in Colorado schools during 1974-75 was 568,060 pupils; 304,667 pupils were in schools classified as elementary; and, 263,393 pupils were in schools classified as secondary. Pupil population declined 0.8% from the previous year. These pupils were classified as .5% American Indian, 3.91% as Black American, .7% as Asian American, 14.08% Spanish Surnamed and 80.8% other.

Total revenues for Colorado schools for 1973-74 were $663,905,988. Local and county revenues provided 382,354,058 or 57.6% of total revenues. The State of Colorado provided $251,697,644 or 37.9% of the total revenues. The federal government through all of its programs provided $29,853,986 or 4.5% of the revenues available to the schools. The current expense per pupil in average daily attendance entitlement not including expenditures for capital outlay, debt service and community services was $1,076.

Colorado presents a mosaic of various communities. Small isolated ranching communities dot the eastern plains region. These communities have as their life support an agricultural base. Many districts in this region have fewer than 500 pupils.

The Rocky Mountains bisect the State from north to south at approximately the center of the State. Along the face of the front range of mountains, the large urban centers are located. The cities of Fort Collins, Denver, Colorado Springs, Pueblo and Trinidad are located here. Each of them have their suburban developments outside of the core city. The entire front range has both an agricultural and industrial orientation. Steel, rubber products, coal, sugar, canning and small industries occupy the time of the population.

Governmental enterprise employs large numbers of people in such things as missile production at the Martin Plant, the Air Force Finance Center, the Air Force Academy and many others.

The mountain area has many different small communities which differ in their ways of life. The San Luis Valley, which in square miles is as large as the State of New Jersey, has many small communities. These are old communities dating back to the Spanish explorers in the 1600's. The valley is chiefly agricultural and much of the population is of Spanish heritage. Other mountain communities are devoted to mining, lumber and tourist industries. Where miners are employed, certain kinds of culture and values exist. Where the tourist industry is emphasized in communities such as Aspen, a quite different life style is apparent.

On the western slope of the State, the land changes from mountains to high plains. Again agriculture is emphasized with one of the major products being fruit. The major urban center of the western slope is the city of Grand Junction.

Each of these areas of the State has its own particular populations in the low-income range. Each has different types of problems relating to the educationally disadvantaged child.

II. STATE ADMINISTRATION OF TITLE I

During Fiscal Year 1975, the SEA allocated $13,504,183 to 170 local educational agencies. These funds were distributed and managed in reference to a staff plan which focused on objectives to be achieved. The following provides a description of the staff, a listing of objectives and a report on the accomplishment of those objectives.

Staff Description

The federal government provided the Colorado Department of Education $172,443.00 to administer the Title I program. These funds provided the services of a one-half time director, four full-time consultants and three half-time consultants. All of these staff members were fully qualified as teachers. All possessed the Master's Degree and two held Doctorates in Education. Experience in state agency work ranged from none for new personnel to eleven years. Specialization of staff members was exemplified by skills in general school administration, management systems, reading instruction, early childhood education, elementary education, secondary education, and evaluation.

OBJECTIVE 1

> THE COLORADO DEPARTMENT OF EDUCATION (CDE) WILL ADMINISTER THE DISTRIBUTION OF ESEA TITLE I (P.L.89-10) FUNDS FOR THE PURPOSE OF IMPROVING THE EDUCATIONAL ACHIEVEMENT OF DISADVANTAGED CHILDREN, IN COMPLIANCE WITH THE FEDERAL REGULATIONS PERTAINING TO SAID STATUTE, SUCH THAT THE EDUCATIONAL ACHIEVEMENT OF DISADVANTAGED CHILDREN WILL BE IMPROVED AS MEASURED BY THE OBJECTIVES SET FORTH BY LOCAL SCHOOL DISTRICTS AND REPORTED IN THE ANNUAL EVALUATION REPORT TO THE U.S. OFFICE OF EDUCATION.

The SEA Title I staff reviewed and approved the following during the summer and fall of 1974: 98 Part A programs, 3 Part B programs, 8 Part C programs, 7 Neglected and Delinquent Programs, 2 State

Institutions programs.

Application approval followed a systematic procedure utilizing an item for item checklist. If minor corrections were needed in an application, the program was tentatively approved with a request for corrections sent to the school district. If the application had major problems and was generally not approvable, it was returned to the district for resubmission with a statement outlining its deficiencies. The philosophy of the Title I staff is that each district will receive its allocation and the staff works with the district personnel until the application is approvable.

A report on the achievement of Title I children will be dealt with in another section of this report.

OBJECTIVE 2

DURING FISCAL YEAR 1975, THE SEA EXPECTS TO ALLOCATE TITLE I FUNDS IN EXCESS OF $11,000,000 TO APPROXIMATELY 180 LEA's. THE SEA DIRECTOR WILL DETERMINE THE AMOUNT TO BE ALLOCATED TO EACH LEA.

The final Part A state allocation for Colorado was $13,504,183. These funds were allocated at the subcounty level after receipt of the amounts to be allocated to each county from the U. S. Office of Education.

Subcounty allocations were made based on the numbers of children from low-income families residing in each school district within a county or counties.

Allocation lists were printed and distributed to all school districts in Colorado and to the U. S. Office of Education. This was done each time allocation figures were revised by the U. S. Office of Education.

OBJECTIVE 3

DURING FISCAL YEAR 1975, THE SEA WILL CALCULATE THE PERCENTAGES OF CHILDREN BETWEEN THE AGES OF 5-17, FROM AFDC FAMILIES, FOR EACH COUNTY AND SCHOOL DISTRICT IN COLORADO.

Copies of CDE Form 128 were mailed to all LEAs with a memorandum instructing them regarding the count of AFDC children. A memorandum was mailed to all county welfare directors requesting their cooperation in making a determination of the numbers of AFDC children residing in each school district.

All AFDC counts were recorded by district and percentages calculated. These figures were used in the subcounty allocations.

OBJECTIVE 4

DURING FISCAL YEAR 1975, THE SEA WILL CONDUCT SIX REGIONAL MEETINGS FOR LEA TITLE I DIRECTORS. EACH LEA IS EXPECTED TO SEND REPRESENTATIVES TO THESE MEETINGS.

Meetings were held at La Junta, Alamosa, Durango, Yuma, Denver, and Grand Junction. The meetings were of one-day duration. Table I shows the attendance at these meetings by various types of personnel. The following topics were presented:

ESEA Title I Regional Meetings

I. Overview of Title I in FY '76
   A. New regulations of P.L. 93-380
   B. Non-public schools
   C. Parent involvement
   D. Funding outlook in FY '76

II. Program planning
   A. What we learned from monitoring
      1. Program compliance
      2. Program quality
      3. Program fidelity
      4. Local reaction to monitoring
   B. Ideas for FY'76 programs
      1. Summary of interesting programs
      2. Plans for new programs

III. Evaluation information
   A. Federal evaluation developments
   B. State level evaluation procedures
   C. Plans for short term, in-depth studies

IV. Records and property provisions
   A. Records retention provisions
   B. Property inventory and disposal

V. The application
   A. Developing the application
   B. Changes in format
   C. Important dates

TABLE I

TITLE I REGIONAL MEETINGS ATTENDANCE
April 1975

	Grand Junction	La Junta	Alamosa	Durango	Denver	Yuma
Title I Directors	4	5	9	1	33	3
Supts./ Assisstant Supts.	6	6	11	5	5	10
Principals	3	10	3	7	9	10
Parents	2	4	22	1	3	10
Title I Teachers	6	3	16	3	9	5
Title I Aides	0	0	11	0	0	5
Other	2	5	4	0	18	5
Total:	23	33	76	17	77	48
Grand Total Participants: 274						

OBJECTIVE 5

THE SEA WILL CONDUCT REGULAR MEETINGS OF A STATE TITLE I ADVISORY COUNCIL TO SEEK INFORMATION, ADVICE, COUNSEL AND SUPPORT ON ALL MATTERS CONCERNING THE ADMINISTRATION AND OPERATION OF TITLE I IN COLORADO.

The Committee of the whole met three times during Fiscal Year 1975. Various subcommittee meetings were conducted at other times. Topics of concern and action for the Committee during the year were:

1. The Committee's desire to provide more communication at the federal level.
2. Decision on the manner in which Part B funds would be granted.
3. Decision on districts to be included in current Part C grants.
4. Liaison with LEA federal program directors.
5. Formation of various subcommittees to explore a variety of Title I topics.

OBJECTIVE 6

THE STATE DEPARTMENT OF EDUCATION WILL MONITOR ALL PROJECTS WITH AN ALLOCATION OF OVER $100,000 ANNUALLY AND ALL PROJECTS UNDER $100,000 BIANNUALLY.

A new monitoring instrument was developed by the staff which encompassed all Title I regulations. The instrument was used by monitoring teams which examined programs in-depth in relation to regulations. The teams were composed of a mixture of state personnel and LEA Title I personnel. Occasionally personnel from outside Title I were used but this was the exception rather than the rule.

A total of 111 school districts had their projects monitored. These constituted 49 programs since a number of districts were in cooperatives. State institutions for the delinquent were monitored as well as institutional programs operated through LEAs. Districts having Part B or C grants in addition to Part A were observed while the team was on-site.

A total of 101 persons other than state Title I personnel were utilized in monitoring visits. Most of these persons reported that this was a valuable learning experience for them.

OBJECTIVE 7

ALL TITLE I DISTRICTS IN COLORADO WILL BE CERTIFIED AS COMPARABLE BY JANUARY 1, 1975.

The SEA sent comparability forms to all LEAs before October 1. Districts submitted their reports before October 30. These were checked by CDE staff for completeness, accuracy, and comparability. Source data was examined during monitoring visits on a "spot check" basis. Only two districts had comparability problems which were corrected before the time it would be necessary to withhold funds. The deadline of January 1 was met.

OBJECTIVE 8

GIVEN THE DATA FROM TITLE I PROGRAMS IN COLORADO, THE STAFF WILL PRODUCE AN EVALUATION REPORT FOR THE U. S. OFFICE OF EDUCATION BY NOVEMBER 15, 1975 AND WITH THE SAME DATA PRODUCE A LIST OF SCHOOLS ELIGIBLE FOR NDEA STUDENT LOAN CANCELLATION AND NATIONAL DIRECT STUDENT LOAN CANCELLATION BY APRIL 15, 1975.

With the advice and counsel of an ad hoc committee of LEA personnel involved in Title I evaluation, the SEA initiated a new evaluation method beginning with Fiscal Year 1975. Reporting was initiated with form 113-A collected November 1, 1974 and 113-B collected September 1, 1975. Both reports relate to Fiscal Year 1975 programs. A tremendous amount of effort was involved in computer programming for this process. Most of the time of program analysts and programmers was provided with state money. Key punching and computer time has been provided without charge to the Title I program by the School Finance and Data Services Unit of the SEA. The Title I Unit in conjunction with Data Services developed procedures together. The report which follows is a culmination of that effort.

III. EVALUATION OF TITLE I IN COLORADO

Rationale of the Report

Many people recognized the limitations of the former method of evaluation and there was a desire to improve it. For example, achievement data was collected only at third and sixth grades and districts which did not have projects at those grades were unable to report anything on the forms provided by the SEA. In addition, there was little relationship between what was reported and the plans the LEA had made in the first place.

An ad hoc committee of LEA and SEA evaluation personnel was convened and certain underlying principles for an evaluation design emerged as a result of their discussions. In summation these are:

1. Local control of the curriculum is a cherished prerogative of the LEA. Evaluation must take into account local differences.

2. Pupil populations vary in their needs, solutions to pupil problems vary and the evaluation report should allow for the variability of evaluation methods required.

3. Many districts have adopted test instruments which they use at certain intervals for district purposes. Most do not wish to add additional testing time to the school year because it subtracts time from teaching.

4. Districts have adopted tests which they feel are in correspondence with the school curriculum they offer to children. The use of a common test instrument for all districts would be a violation of the principle of local control in that it has tendency to establish the objectives or outcomes of the curriculum.

5. Each district has its own procedure for reporting test scores. Some report grade equivalency scores, some report in stanines, others in percentiles. These differences should be taken into account.

6. The Title I evaluation report should be directly related to the objectives of the local application or program plan.

7. The Title I evaluation should have some usefulness at the local level so that districts can compare what they are doing individually with the statewide effort.

8. The Title I report should be based on actual data rather than estimates whenever possible.

The ad hoc committee came to the conclusion that two reporting forms would be worthwhile. One form was to contain descriptive data. This form contains information on pupil enrollment and participation in Title I at each grade level in public and private schools. It also offered the opportunity to update the application in terms of names of actual staff members, salaries, and parent council members as they are composed in the fall. Recognition should be given to the limitations of district data at the outset. A school system is a living thing and always in a state of flux. Pupils come and go. Teachers come and go. Parents who were to serve on advisory committees leave the community. Thus a report made today is obsolete tomorrow. However, Form 113-A which was designed for the purpose of collecting descriptive data takes a snapshot of the situation as it exists in October. October is the time when all districts collect data of the same type for general purposes and state reporting.

Form 113-B was to be concerned with performance information. This was to be completed after the Title I program was terminated at the end of the grant period. It was to describe how well the pupils had performed in relation to the objectives. To be able to produce a state level report under these circumstances several requirements were necessary for all districts.

1. Objectives were to be written in relation to standard criteria for writing an objective, i.e, they were to contain the same elements. This was done and criteria for writing objectives were included in the application instructions.

2. The objectives were to be written at the project level and were to be confined to one or two major learning areas for each project.

3. It was to be possible to have objectives which were not necessarily measured by standardized tests.

4. If standardized tests were to be used as measures, data was to be collected and improved or decreased pupil performance demonstrated.

5. To prepare a statewide report it was necessary to classify objectives as to type throughout the state. To do this a coding system adapted from Standard Terminology for Curriculum and Instruction in Local and State School Systems, Handbook VI OE-23052 was used. Only main headings and the first six digits were to be used for coding. Thus, a reading objective would be coded 05 01 01. The report was to contain data on the extent to which an objective was achieved. The state report was to contain data on the extent to which Colorado schools achieved their Title I objectives in areas such as reading.

6. The report was to account for missing data and performance was to be measured in terms of the population receiving the full treatment. Pupils who moved from the community in midterm or whose parents requested that they be removed from the program, or who entered so late that the staff did not have adequate time to work with them and would not receive the full treatment could not be counted in determining the effectiveness of the Title I program. However, they would be counted as pupils who received some of the services.

IV. EVALUATION PROCEDURES

Descriptive Information

For each program for which a grant of funds was made, an application was required and subsequently a report on 113-A and 113-B. The following displays the sources of data which are included in the system:

Regular Term	Part A	Part B	Part C	Neglected	Delinquent
Summer Term	"	"	"	"	"

Each program has been assigned a permanent code number. The number used is known as the EL SEGIS number which is usually utilized by the Office of Education (O.E.) in compiling its own reports on various programs.

In addition to the EL SEGIS number, the SEA has utilized its own list of codes for Colorado districts, counties and school buildings. Thus, for each number, reports were generated at the local level in relation to Part A, Part B, etc.

These reports were pre-edited at the SEA Title I Office to eliminate as many errors as possible. The reports were subsequently edited by the computer and errors thus discovered were printed out and corrected. In this manner, human error was kept to a minimum.

The computer program for Form 113-A was a straightforward summarization process utilizing Mark IV computer language. The reports included statewide data as follows:

1. General statewide school district data.
2. Low-income concentration data.
3. Title I participants by grade and district size.
4. Private school participants.
5. Percentage distributions of pupils.
6. Ethnic group distributions.
7. Handicapped pupil distributions.

8. Distributions of pupils by types of objectives grade and percent.
9. Full time equivalents of Title I staff by district size.
10. Salaries of Title I personnel by teachers, aides and other by district size by percent.
11. Volunteers in Title I programs.

Performance Information

Form 113-B is related to the accomplishment of locally developed objectives and includes achievement test data.

Districts were encouraged to write a few objectives (at most 3) for each project in their program. In the fall they submitted a report (within 113-B) for each objective approved in the application. This was a one-page report which required a statement of the objective, a classification code number for the objective, an enrollment report on pupils seeking to achieve the objective and numbers of pupils who met the objective or did not meet it. Classification codes of objectives used in this report and a descriptor for each classification is included in appendix A of this report. Each objective stated that some percent of the population of students in Title I would meet a locally established criterion of performance during the time period of the project. Therefore, if 400 pupils were present for the pre-test and post-test and the objective stated that 80% of that population would gain one year from pre-test to post-test, then 320 pupils gaining one year would be needed to consider the objective as having been met. A five percent variation plus or minus was allowed to consider objectives met in the State report. It was also possible to accumulate the numbers of pupils needed for all objectives in a classification, e.g., reading, as a number needed for the entire State and whether or not the State as a whole met the standards established by the LEAs.

If objectives were not met at the LEA, opinions were solicited from program directors as to the cause. Information on the types of activities was collected and related to meeting or not meeting objectives. These data are not available at this time due to the need for further computer programming.

Achievement test data, where it was appropriate to an objective, was collected. Program directors had the option of reporting such information by percentiles, stanines or grade equivalency scores. This was necessary because of the variation in the methods used by school districts to report achievement in their own evaluation offices. Therefore, this report utilizes three forms of presenting data. Each form represents a different sub-population of pupils within any given category, such as reading.

Pupils who are not performing as well as most other pupils in any area are different in the degree to which they may be "behind" the others. Some may be one year below grade level; others may be one and one-half years below grade level, etc. To write an objective to bring all pupils to grade level would be to impose a requirement on pupils, who are already behind, to achieve at a faster rate than those pupils who are at and above grade level. Therefore, it was assumed in the analysis of achievement data that if Title I youngsters made one year of progress during the school year that they would be doing very well. For example, a fifth grader who scores at 2.0 on the pre-test and 3.0 on the post-test has gained 1.0 where his previous rate of gain per year was only .4. When reporting by grade equivalency scores, an expected score was calculated by adding 1.0 to the pre-test. Expected scores for stanines and percentiles were created by assuming an identical distribution of scores

on the post-test as on the pre-test, the pre-test distribution being the expected scores.

Frequency tables were created for LEA reports and the numbers of pupils falling within each grade equivalency, stanine and decile range were reported.

These data were subsequently totaled by grade and grouped into the categories of pre-school, grades 1-2-3, 4-5-6, 7-8-9, 10-11-12.

With the above groupings available, expected and observed scores (pre-test +1 and post-test) were utilized to determine significant differences by utilizing the Kolmogorov-Smirnov one sample test and the Chi Square.

If no significant difference was observed on either measure, it was interpreted that the expected value of one year had been achieved. If a significant difference in a positive direction occurred, it was interpreted to mean that within the population of pupils greater than one year of growth was attained by the pupils.

Both achievement data and data on objectives is reported in the following categories:

Part A, B, C, Delinquent, Neglected

COGNITIVE OBJECTIVES
- Reading
- Mathematics
- General Academic
- Other Cognitive

AFFECTIVE OBJECTIVES
- General Attitudes
- Attitudes toward subject matter
- Attitudes toward other persons

PSYCHOMOTOR OBJECTIVES

ENVIRONMENTAL OBJECTIVES

V. EVALUATION REPORT

The tables following this page are presented in two sections, A. Descriptive Information, and B. Performance Information. These tables show the aggregation of common data across Title I school districts and display the information regarding how Colorado conducted itself as a State in regard to Title I.

IV-A provides general information regarding enrollments, staffing, etc., as it existed in each program in October 1974. In addition, it shows the number of pupils seeking to achieve certain types of objectives in October of 1974. These objectives were classified by LEA directors in their reports. Descriptors for each objective area in the main came from Handbook VI. Descriptors of the areas contained in this report are provided in Appendix A.

IV-B provides information on the achievement of objectives as reported in September of 1975. The same descriptors of objectives used in IV-A apply. For the sake of brevity, all language arts, math, and reading objectives were merged into those categories, e.g., spelling was grouped with other language arts. Duplicated counts are used in the determination of achievement of objectives, e.g., a project may have two reading objectives for the same group of pupils each with a different quality of performance. Thus pupils are counted twice, which is not the important matter, rather it is important that out of a given number of pupils a certain number met the objective.

Finally, data was collected on specialized supplementary services offered to pupils and dissemination activities of the LEAs. These items are reported in the tables following the achievement data.

Promising Projects

Projects worthy of dissemination were named as such based on two criteria:

1. The program must have been determined in substantial compliance with Title I regulations by the monitoring team and further validated by a second visit from an SEA team member during the current fiscal year ('76).
2. Achievement data must be such that an indication of worthwhile development among Title I pupils was present. These projects are reported in Section VI.

V-A Descriptive Information

TABLE I

GENERAL INFORMATION

Number of Public Elementary and Secondary Schools	1268	
Number of Known Non-public Elementary and Secondary Schools	231	
TOTAL	1469	
Number of Public and Known Non-public Schools in Colorado		
Elementary	869	
Junior High	288	
Senior High	183	
9 or more grades above Kindergarten (K)	119	
Unclassified	10	
TOTAL	1469	
Highest Number and Percent of Students from Low-Income Families in any School	441	90.7%
Lowest Number and Percent of Students from Low-Income Families in any School	8	5.3%
Number of Schools in State Receiving Title I Assistance	675	
Number of Districts with Independent Title I Programs	81	
Number of Programs with more than One Cooperating District	9	

TABLE II

NUMBER OF PUBLIC TITLE I TARGET SCHOOLS IN COLORADO PARTICIPATING IN THE VARIOUS CATEGORIES OF THE ACT

	Part A	Part B	Part C	Neglect-ed	Delin-quent	Both N&D
Elem.	402	8	42	0	0	0
Jr. High	137	1	1	0	0	0
Sr. High	89	0	0	0	0	0
9 or more grades above K	19	0	0	0	0	0
Unclas-sified	0	0	0	0	0	0
Total	647	9	43	0	0	0

NON-PUBLIC SCHOOLS

	Part A	Part B	Part C	Neglect-ed	Delin-quent	Both N&D
Elem.	28	0	0	0	0	0
Jr. High	0	0	0	0	0	0
Sr. High	1	0	0	0	0	0
9 or more grades above K	7	0	0	9	0	0
Unclas-sified	1	0	0	0	0	0
Total	37	0	0	9	0	0

TABLE III	
TARGET AREAS AND PARTICIPANTS IN COLORADO	
Number of Resident Children in Title I Target Areas	204,820
Number of Pupils Enrolled in Public Target Area Schools	200,138
Number of Public School Pupils Participating in Title I Programs	35,442 17.3% of residents 17.7% of enrollments
Estimated Number of Participating Pupils from Low-Income Families	19,988 56.5% of participants
Number of Private School Pupils Receiving Services at Public Schools	34 .8% of residents
Number of Private School Pupils Residing in Eligible Attendance Areas	4,250
Number of Private School Pupils Participating at Private Schools	1,011 23.7% of Non-Public residents

TABLE IV

TITLE I
NUMBER OF PARTICIPATING PUBLIC SCHOOL PUPILS
BY GRADE & DISTRICT SIZE
1974-75

DISTRICT SIZE OR TYPE	1-299	300-599	600-1199	1200-5999	6000-24999	OVER 24999	COOPS	TOTAL
PRE K		20	76	90	107	368	50	711
KNDR	4	4	64	295	377	514	121	1,379
GRADE 1	32	55	183	555	1,107	1,761	500	4,193
GRADE 2	37	77	158	831	1,185	1,679	507	4,474
GRADE 3	50	64	231	939	1,107	1,127	508	4,026
GRADE 4	43	90	232	774	1,027	517	452	3,135
GRADE 5	71	108	212	811	1,025	527	490	3,244
GRADE 6	56	95	292	708	868	540	483	3,042
GRADE 7	27	94	183	825	541	1,839	524	4,033
GRADE 8	22	64	103	587	359	1,107	346	2,588
GRADE 9	4	45	129	422	240	738	270	1,848
GRADE 10	3	38	132	191	148	368	278	1,158
GRADE 11	5	13	152	186	121	309	150	936
GRADE 12		6	169	128	76	187	109	675
TOTAL	354	773	2,316	7,342	8,288	11,581	4,788	35,442

TITLE I
DISTRIBUTION OF PUBLIC SCHOOL PUPILS
THROUGHOUT THE GRADES AS A PERCENT TO TOTAL PARTICIPANTS
(UNDUPLICATED COUNT) 1974-75

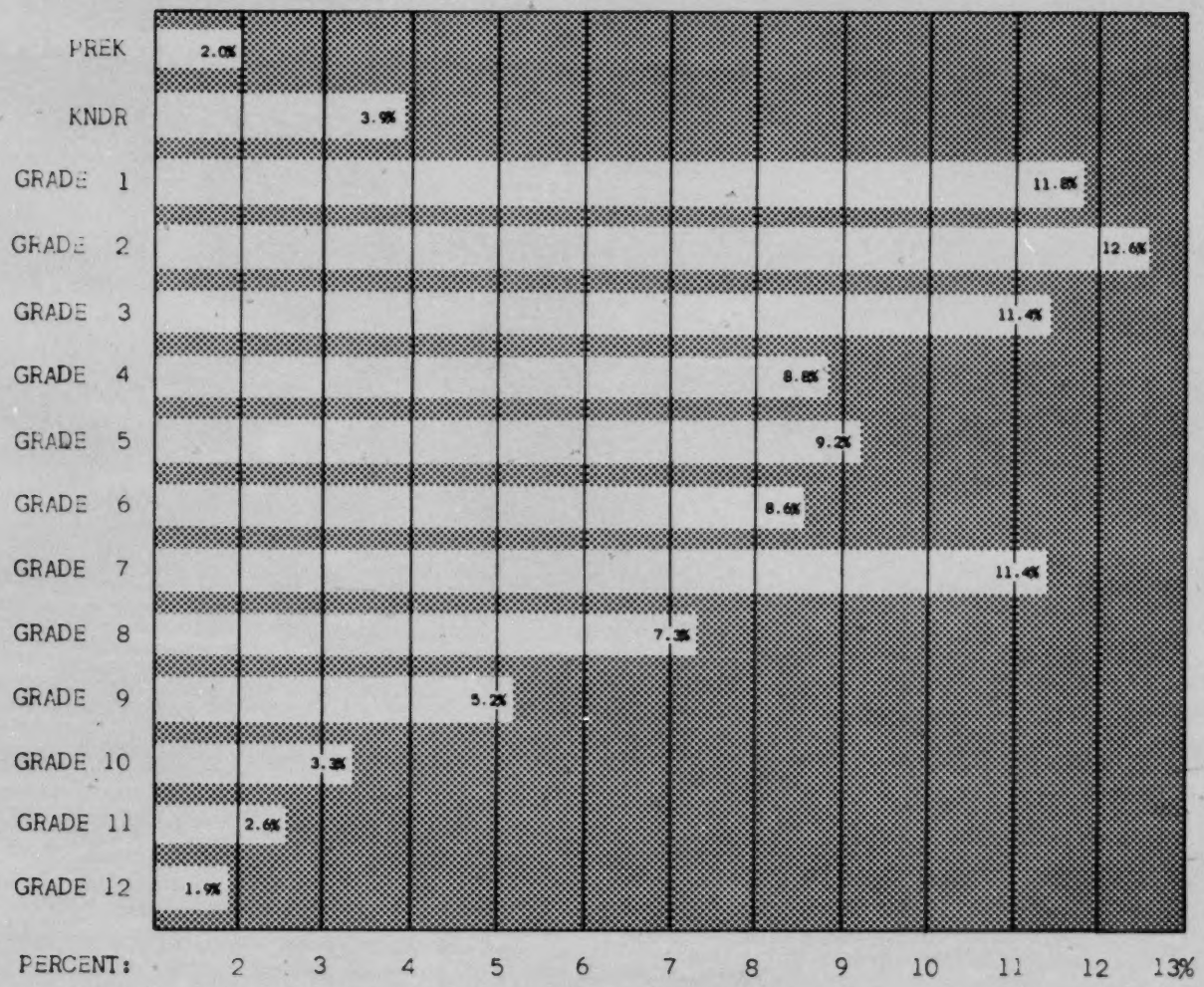

TABLE VI

NUMBER AND PERCENT OF PUPILS SERVED IN TITLE I PROGRAMS
BY ETHNIC GROUP AND DISTRICT SIZE
FOR SCHOOL YEAR 1974-75

DISTRICT SIZE OR TYPE		1-299	300-599	600-1199	1200-5999	6000-24999	OVER 24999	COOPS	TOTAL
AMERICAN INDIAN	NBR	1	31	384	114	49	70	18	667
	%	.3	4.0	16.3	1.5	.6	.6	.4	1.8
BLACK	NBR			1	48	264	1,670	24	2,007
	%	.0	.0	.0	.6	3.1	13.9	.5	5.5
ASIAN AMERICAN	NBR		2	1	19	64	27	21	134
	%	.0	.3	.0	.3	.7	.2	.4	.4
SPANISH SURNAMED	NBR	94	255	968	2,590	2,896	5,333	1,715	13,851
	%	26.6	32.9	41.1	34.3	33.8	44.5	35.7	38.0
ALL OTHER	NBR	259	486	1,003	4,775	5,303	4,889	3,030	19,745
	%	73.2	62.8	42.6	63.3	61.8	40.8	63.0	54.2
TOTAL *	NBR	354	774	2,357	7,546	8,576	11,989	4,808	36,404
	%	1.0	2.1	6.5	20.7	23.6	32.9	13.2	

*Includes private school pupils

TABLE VII

TITLE I
NUMBER AND PERCENT OF HANDICAPPED PUPILS PROVIDED SERVICES
THROUGH TITLE I BY DISTRICT SIZE & HANDICAP TYPE
FOR SCHOOL YEAR 1974-75

DISTRICT SIZE OR TYPE		1-299	300-599	600-1199	1200-5999	6000-24999	OVER 24999	COOPS	TOTAL
PHYSICAL	NBR	7	6	4	8	6		33	64
	%	9.2	6.6	.6	.4	.8	.0	1.8	.9
VISUAL	NBR	3	3	37	30	24	37	23	157
	%	3.9	3.3	5.8	1.4	3.1	2.3	1.3	2.2
HEARING	NBR	3	2	17	42	13	22	26	125
	%	3.9	2.2	2.7	2.0	1.7	1.4	1.4	1.8
SPEECH	NBR	19	21	258	794	233	179	259	1,763
	%	25.0	23.1	40.5	37.9	30.5	11.2	14.2	24.9
LIMITED INTELLECTUAL FUNCTIONING	NBR	2	38	122	271	71	212	287	1,003
	%	2.6	41.8	19.2	12.9	9.3	13.3	15.8	14.2
EMOTIONAL, PERCEPTUAL, COMMUNICATIVE, COMBINED	NBR	42	21	199	949	417	1,149	1,192	3,969
	%	55.3	23.1	31.2	45.3	54.6	71.9	65.5	56.1
TOTAL	NBR	76	91	637	2,094	764	1,599	1,820	7,081
	%	1.1	1.3	9.0	29.6	10.8	22.6	25.7	

READING

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
READING

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K			36	12	50			98	.4
KNDR	4		77	102	270	114	59	626	2.4
1	30	29	163	444	963	670	354	2,653	10.2
2	39	55	158	738	1,085	629	355	3,059	11.7
3	50	50	173	820	1,062	597	349	3,101	11.9
4	43	65	170	648	950	474	338	2,688	10.3
5	72	78	162	661	877	493	364	2,707	10.4
6	53	65	135	566	767	550	343	2,479	9.5
7	22	70	122	720	532	1,119	392	2,977	11.4
8	22	49	46	473	348	940	244	2,122	8.1
9	4	26	45	383	193	607	152	1,410	5.4
10	3	27	41	149	139	386	180	925	3.5
11	5	12	61	132	101	395	82	788	3.0
12		3	26	93	41	225	59	447	1.7
TOTAL:	347	529	1,415	5,941	7,378	7,199	3,271	26,080	100%

MATHEMATICS

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
MATHEMATICS

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K						348		348	3.0%
KNDR	2			33	30	50	4	119	1.0%
1	30		26	159	148	784	55	1202	10.3%
2	29		48	184	199	785	62	1307	11.2%
3	32		61	259	189	349	66	956	8.2%
4	25	1	58	274	175	300	58	891	7.7%
5	53	2	71	436	185	254	129	1130	9.7%
6	32		113	428	200	195	70	1038	8.9%
7	23		42	272	106	953	94	1490	12.8%
8	32		46	253	75	899	96	1401	12.1%
9	2		60	40	8	262	110	482	4.1%
10	2		50	8		378	51	489	4.2%
11	2		50	7		393	33	485	4.2%
12			70	2		223	12	307	2.6%
TOTAL	264	3	695	2355	1315	6173	840	11645	100%

ORAL AND WRITTEN COMMUNICATION

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
ENGLISH LANGUAGE ARTS

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									.0
KNDR									.0
1					45			45	4.5
2					82			82	8.3
3			30		95			125	12.6
4			30		90			120	12.1
5			30		101			131	13.2
6			60		160			220	22.2
7			30					30	3.0
8			30					30	3.0
9			40					40	4.0
10			50					50	5.0
11			50					50	5.0
12			70					70	7.0
TOTAL:			420		573			993	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

COMPOSITION
DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR							25	25	4.0
1							30	30	4.8
2							30	30	4.8
3							26	26	4.1
4							24	24	3.8
5							24	24	3.8
6							20	20	3.2
7							18	18	2.9
8							15	15	2.4
9				220				220	35.1
10				58				58	9.3
11				74				74	11.8
12				63				63	10.0
TOTAL:				415			212	647	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
HANDWRITING

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR									
1					213			213	33.3
2					132			132	20.6
3					113			113	17.7
4					79			79	12.3
5					80			80	12.5
6					23			23	3.6
7									
8									
9									
10									
11									
12									
TOTAL:					640			640	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

SPELLING

GRADE	DISTRICT SIZE OR TYPE							Grade Total	Percent of Total
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop		
PRE K									
KNDR	1			9				10	3.5
1	6			38				44	15.3
2	2			39				41	14.3
3	8			37				45	15.7
4	3			36				39	13.6
5	10			42				52	18.1
6	3			48				51	17.8
7	2							2	.7
8									.0
9	1							1	.3
10	1							1	.3
11	1							1	.3
12									.0
TOTAL	38			249				287	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

STUDY SKILLS
DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR				3				3	.7
1				42				42	9.2
2				41				41	9.0
3				28				28	6.1
4				25				25	5.5
5				19				19	4.1
6				21				21	4.6
7				15		75		90	19.7
8				16		88		104	22.7
9						85		85	18.6
10									
11									
12									
TOTAL:				210		248		485	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
ALL ENGLISH LANGUAGE ARTS EXCEPT READING

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR				9				9	.6
1	4		6	40				50	3.3
2	4			102				106	6.9
3	1		2	126	29			159	10.4
4	1		2	142	41			186	12.1
5	4		2	132	26			164	10.7
6	4		2	123	24			153	10.0
7	8		9	86				103	6.7
8	2		12	54				68	4.4
9			8	241				249	16.2
10				75	9			84	5.5
11				85	20			105	6.8
12				68	31			99	6.4
TOTAL:	28		43	1,283	180			1,535	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
OTHER LANGUAGE SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR					111			111	4.2
1					137	655		792	30.0
2					152	616		768	29.1
3					104	673		777	29.4
4					72			72	2.7
5					40			40	1.5
6					32			32	1.2
7					48			48	1.8
8									
9									
10									
11									
12									
TOTAL					696	1,944		2,640	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
SPEECH

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR				211				211	42.6
1				86				86	17.4
2				54				54	10.9
3				46				46	9.3
4				31				31	6.3
5				21				21	4.2
6				10				10	2.0
7				12				12	2.4
8				10				10	2.0
9				6				6	1.2
10				4				4	.8
11				2				2	.4
12				2				2	.4
TOTAL:				495				495	100%

NUMBER OF PUPILS SEEKING TO ACHIEVE A GENERAL OBJECTIVE CLASSIFIED AS

LISTENING

GRADE	DISTRICT SIZE OR TYPE							Grade Total	Percent of Total
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop		
PRE K				4				4	.5
KNDR				1				1	.1
1			2	34	213			249	29.4
2			17	31	132			180	21.2
3			10	24	113			147	17.3
4			11	13	79			103	12.1
5			14	1	80			95	11.2
6			19		23			42	5.0
7			12					12	1.4
8			9					9	1.1
9			5					5	.6
10									.0
11			1					1	.1
12									.0
TOTAL			100	108	640			640	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
VOICE AND DICTION

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	over 24999	Coop	Grade Total	Percent of Total
PRE K				4				4	3.0
KNDR				1				1	.8
1			2	34				36	27.1
2			4	31				35	26.3
3				24				24	18.0
4				13				13	9.8
5				1				1	.8
6			11					11	8.3
7			8					8	6.0
8									
9									
10									
11									
12									
TOTAL			25	108				133	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
LANGUAGE DEVELOPMENT

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K			52			368		420	5.2
KNDR				211	30	439	25	705	25.5
1				86	94	170	30	380	13.7
2				54	83	195	30	362	13.1
3				46	59	70	26	201	7.3
4				31	23	9	24	87	3.1
5				21	27	7	24	79	2.9
6				10	11	4	20	45	1.6
7				12	102	75	18	207	7.5
8				10	70	88	15	183	6.6
9				6	2	85		93	3.4
10				4				4	.1
11				2				2	.1
12				2				2	.1
TOTAL:			52	495	501	1,510	212	2,770	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS
ENGLISH ORAL LANGUAGE DEVELOPMENT

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K			52	4				56	2.9
KNDR			24	1	133	42	25	225	11.8
1			17	34	197	131	39	418	22.0
2			4	31	169	90	41	335	17.6
3				24	138	87	36	285	15.0
4				13	146	9	35	203	10.7
5				1	98	7	29	135	7.1
6			11		87	4	27	129	6.8
7			8		44		18	70	3.7
8					31		15	46	2.4
9									
10									
11									
12									
TOTAL:			116	108	1,043	370	265	1,902	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

BILINGUAL LANGUAGE DEVELOPMENT

DISTRICT SIZE OR TYPE

GRADE	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KNDR					99			99	36.9
1					78			78	29.1
2					36			36	13.4
3					14			14	5.2
4					24			24	9.0
5					8			8	3.0
6					9			9	3.4
7									
8									
9									
10									
11									
12									
TOTAL:					268			268	100%

GENERAL ACADEMIC IMPROVEMENT

NUMBER OF PUPILS SEEKING TO ACHIEVE A GENERAL OBJECTIVE CLASSIFIED AS

GENERAL ACADEMIC IMPROVEMENT

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K									
KINDR							29	29	4.7
1							38	38	6.2
2							23	23	3.8
3							27	27	4.4
4							21	21	3.4
5							20	20	3.3
6			12				61	73	11.9
7						37	39	76	12.4
8							40	40	6.5
9						86	40	126	20.6
10							65	65	10.6
11							39	39	6.4
12							35	35	5.7
TOTAL			12			123	477	612	100%

EARLY CHILDHOOD EDUCATION

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

EARLY CHILDHOOD EDUCATION, PREPRIMARY LEVEL

GRADE	DISTRICT SIZE OR TYPE							Grade Total	Percent of Total
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop		
PRE K				90	57			147	100
KNDR									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
TOTAL				90	57			147	100 %

HANDICAPPED PUPILS

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

DIFFERENTIALIZED CURRICULUM FOR HANDICAPPED PUPILS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K		20						20	5.3
KNDR		4					9	13	3.5
1				2			26	28	7.5
2				2			32	34	9.1
3				6			34	40	10.7
4				9			24	33	8.8
5				6			15	21	5.6
6				5			20	25	6.7
7				24			24	48	12.8
8				22			21	43	11.5
9				10			21	31	8.3
10				6			9	15	4.0
11				5			12	17	4.5
12				3			3	6	1.6
TOTAL		24		100			250	250	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

COMMUNICATION SKILLS (HANDICAPPED)

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K							50	50	3.8
KINDR					60		49	109	8.2
1					89		84	173	13.0
2					77		86	163	12.3
3					118		82	200	15.1
4					122		75	197	14.8
5					124		59	183	13.8
6					117		48	165	12.4
7							30	30	2.3
8							30	30	2.3
9							6	6	.5
10							4	4	.3
11							9	9	.7
12							8	8	.6
TOTAL					707		620	1327	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

INTERPERSONAL BEHAVIORAL COPING SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K							50	50	27.3
KINDR									
1				9			9	18	9.8
2				15			8	23	12.6
3				10			9	19	10.4
4				9			7	16	8.7
5				1			8	9	4.9
6				3			5	8	4.4
7							11	11	6.0
8							5	5	2.7
9							9	9	4.9
10							3	3	1.6
11							7	7	3.8
12							5	5	2.7
TOTAL				47			136	183	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

MOTOR SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K		20					50	70	57.9
KINDR		4						4	3.3
1				9				9	7.4
2				15				15	12.4
3				10				10	8.3
4				9				9	7.4
5				1				1	.8
6				3				3	2.5
7									
8									
9									
10									
11									
12									
TOTAL		24		47			50	121	100%

NUMBER OF PUPILS SEEKING TO
ACHIEVE A GENERAL OBJECTIVE
CLASSIFIED AS

PERCEPTUAL SKILLS

GRADE	DISTRICT SIZE OR TYPE								
	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coop	Grade Total	Percent of Total
PRE K		20					50	70	5.5
KINDR		4		5	60			69	5.4
1				59	89		12	160	12.6
2				58	77		21	156	12.3
3				45	118		27	190	15.0
4				38	122		32	192	15.1
5				29	124		23	176	13.9
6				26	117		13	156	12.3
7				21			4	25	2.0
8				23			6	29	2.3
9							2	2	.2
10							4	4	.3
11				17			7	24	1.9
12				9			7	16	1.3
TOTAL		24		330	707		208	1269	100%

AFFECTIVE, PSYCHOMOTOR AND ENVIRONMENTAL OBJECTIVES

AFFECTIVE OBJECTIVES
NUMBER AND PERCENT OF PUPILS BY GRADE
Feelings, Beliefs or Values
Regarding:

	SCHOOL		*CONTENT		LANGUAGE ARTS		MATHEMATICS		HANDICAPPED CHILDREN	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PK	24	.4			64	4.4				
K	308	5.7	73	4.2	81	5.5				
1	477	8.8	166	9.6	180	12.3				
2	616	11.4	155	9.0	200	13.6	12	3.3		
3	740	13.7	126	7.3	200	13.6	33	9.1		
4	704	13.0	96	5.5	185	12.6	38	10.5		
5	706	13.0	96	5.5	183	12.5	85	23.5		
6	598	11.0	112	6.5	142	9.7	72	19.9		
7	339	6.3	70	4.0	95	6.5	53	14.7		
8	248	4.6	180	10.4	48	3.3	45	12.5		
9	299	5.5	320	18.5	36	2.5	23	6.4	10	41.7
10	165	3.0	92	5.3	19	1.3			6	25.0
11	99	1.8	131	7.6	20	1.4			5	20.8
12	89	1.6	113	6.5	16	1.1			3	12.5
TOTAL	5412	100.0	1730	100.0	1469	100.0	361	100.0	24	100.0

*All School Subject Matters

AFFECTIVE OBJECTIVES NUMBER AND PERCENT OF
PUPILS BY GRADE ATTITUDES REGARDING

	SELF		CONFIDENCE IN OWN ABILITY		RESOURCEFULNESS		SELF-ESTEEM		OTHERS		SOCIAL, CULTURAL AND ETHNIC GROUPS		PEERS	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
P-K	6	7	52	4.1										
K	125	4.2	211	16.8			24	3.9					211	42.6
1	439	14.8	87	6.9	9	1.6	44	7.1	24	3.4	655	27.7	86	17.4
2	406	13.7	107	8.5	24	4.2	88	14.2	69	9.8	616	26.1	54	10.9
3	401	13.6	120	9.5	77	13.5	98	15.8	113	16.1	703	29.7	46	9.3
4	299	10.1	134	10.7	88	15.5	98	15.8	84	12.0	30	1.3	31	6.3
5	274	9.3	114	9.1	98	17.2	86	13.8	115	16.4	30	2.5	21	4.2
6	180	6.1	90	7.2	93	16.3	94	15.1	101	14.4	60	1.3	10	2.0
7	103	3.5	67	5.3	52	9.1	54	8.7	66	9.4	30	1.3	12	2.4
8	127	4.3	126	10.0	20	3.5	35	5.6	20	2.8	30	1.7	10	2.0
9	301	10.2	69	5.5	48	8.4			50	7.1	40	2.1	6	1.2
10	94	3.2	38	3.0	9	1.6			9	1.3	50	2.1	4	.8
11	118	4.0	26	2.1	20	3.5			20	2.8	50	2.1	2	.4
12	90	3.0	17	1.4	31	5.4			31	4.4	70	3.0	2	.4
T	2957	100.0	1258	100.0	569	100.0	621	100.0	702	100.0	2364	100.0	495	100.0

NUMBER AND PERCENT
OF PUPILS SEEKING TO ACHIEVE
AN OBJECTIVE CLASSIFIED AS
PSYCHOMOTOR AND ENVIROMENTAL

GRADE	PSYCHOMOTOR		ENVIROMENTAL	
	NUMBER	PERCENT	NUMBER	PERCENT
PK	20	1.9	70	94.6
K	4	.4	4	5.4
1	232	21.9		
2	204	19.3		
3	203	19.2		
4	134	12.7		
5	136	12.8		
6	80	7.6		
7	25	2.4		
8	15	1.4		
9	6	.6		
10				
11				
12				
TOTAL	1059	100.0%	74	100.0%

SUPPORT SERVICES Number of Pupils Served	
Guidance and Counseling	4,409
School Psychological Services	2,775
Testing	11,100
Social Work	1,205
Medical Treatment	523
Dental Treatment	790
Eye Treatment or Correction	730
Ear Treatment or Correction	649
Pupil Transportation	3,122
Food Services	1,299
Clothing	300
Student Subsidies	12
Special Services for Handicapped Pupils	1,000
Other Pupil Services	3,881

DISSEMINATION	
Newspaper Articles Published	380
Radio Appearances	50
Television Appearances	16
Number of Issues of Newsletters Published	373
Number of Sets of Mimeographed Materials	2,200
Meetings for General Public	955
Number of Parents Visiting Title I Rooms	9,794
Number of Visitors from Other Districts	1,015

FULL TIME EQUIVALENTS AND SALARIES PAID TO TITLE I PERSONNEL

- -

VOLUNTEERS

F.T.E. AND SALARIES
PAID TO ALL TITLE I*
PERSONNEL

District Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coops	Total
F.T.E Title I	18.2	16.7	117.9	296.0	291.1	647.2	205.9	1,593.0
Total Salaries Paid by Local and Title I Funds	117,823	203,150	1,063,960	2,139,696	2,337,233	4,994,680	1,552,652	12,409,194
Total Salaries Paid by Title I Only	73,578	90,218	375,461	1,531,616	2,003,778	4,232,407	1,001,058	9,308,116
Average Salaries Per Title I F.T.E. From Title I Funds	$4,043	$5,402	$3,185	$5,174	$6,883	$6,540	$4,862	$5,843
Percent of Salaries of All Personnel Paid by Title I	62.4%	44.4%	35.3%	71.6%	96.0%	84.7%	64.5%	76.6%

*Includes Teachers, Aides and other Personnel

*F.T.E. AND SALARIES
PAID TO TITLE I
TEACHERS

District or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24,999	Coops	Total
F.T.E Title I	9.9	12.0	36.0	114.1	134.9	268.7	86	661.6
Total Salary Paid by Local And Title I Funds	$82,534	$184,891	$543,199	1,275,586	1,370.900	3,383,781	918,623	7,759,514
Total Salary Paid By Title I Only	$57,074	$79.070	$240,572	957,027	1,260,048	2,799.009	529,721	5,922,521
Average Salary Per Title I F.T.E. From Title I Funds	$5,765	$6,589	$6,683	8,388	9,341	10,417	6,160	8,952
Percent of Total Teacher Salary Paid by Title I	69.2%	42.8%	44.3%	75.0%	91.9%	82.7%	57.7%	76.3%

*Full Time Equivalent

*F.T.E. AND SALARIES PAID TO TITLE I AIDES

DISTRICT Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	COOPS	TOTAL
F.T.E. TITLE I	8.0	4.7	43.2	149.3	119.5	303.0	93.4	721.1
Total Salary Paid By Local and Title I Funds	$23,919	$18,259	$120,608	$457,890	$399,655	$888,953	$330,860	$2,240,144
Total Salary Paid by Title I Only	$14,704	$11,148	$ 94,941	$428,306	$365,304	$774.790	$301,504	$1,990,697
Average Salary Per Title I F.T.E. From Title I Funds	$ 1,838	$ 2,372	$ 2,198	$ 2,869	$ 3,057	$ 2,557	$ 3,228	$ 2,761
Percent of Total Aides Salary Paid By Title I	61.5%	61.1%	78.7%	93.5%	91.4%	87.2%	91.1%	88.8%

*Full Time Equivalent

F.T.E. AND SALARIES
PAID TO *OTHER
TITLE I PERSONNEL

District Size or Type	1-299	300-599	600-1199	1200-5999	6000-24999	Over 24999	Coops	Total
F.T.E. Title I	.3	.0	38.7	32.6	36.7	75.5	26.5	210.3
Total Salary Paid by Local and Title I Funds	$11,370	.0	$400,153	$406,220	$566,677	$721,946	$303,169	$2,409,535
Total Salary Paid by Title I Only	$ 1,800	.0	$ 39,948	$146,283	$378,426	$658,608	$169,833	$1,394,898
Average Salary Per Title I F.T.E. From Title I Funds	$ 1,800	.0	$ 1,032	$ 4,487	$ 10,311	$ 8,723	$ 6,409	$ 6,633
Percent of Salary of Other Personnel Paid by Title I	15.8%	.0	10%	36%	78%	91%	56%	60%

*Includes Salaries of Title I Program Directors, Coordinators, Supervisors and other Supportive Services.

NUMBER OF VOLUNTEERS ASSIGNED TO

TITLE I PROGRAMS

Parents	464
Other Adults	135
Youth	252
Total	851

PARENT COUNCIL REPORT

COLORADO PARENT COUNCIL
Report for 1975

Membership	
Number of District Advisory Council Members	858
Number of Advisory Council Members at Cooperative Level	130
Number of Target School Advisory Council Members	922

Meetings	
Number of Meetings at District Level	466
Number of Meetings at Cooperative Level	32
Number of Meetings at Target School Level	480

Methods of Selecting Members	
*Method	Percent of Programs Responding N=82
Appointed or Nominated by Administrators	28
Recommended by Teachers	22
Parent Volunteers	49
Elected by Title I Parents	34
Other	10

*Programs utilized combinations of these methods.

Procedures Used for Orientation and Training of Parent Council Membership	
PROCEDURES	*Percent of Programs Responding N=82
Dissemination of General Information to Public	78%
Distribution of Title I Newsletter	32%
Distribution of PAC Meeting Minutes	61%
Distribution of Application, Evaluation, Etc.	74%
Orientation Packet Provided	45%
Employ a Parent Coordinator	27%
Observe Classrooms	70%
Staff Member Visits Home	33%
At Meetings:	
Staff Presentations on Title I	87%
Films or Video Tapes Shown	35%
Outside Speakers	32%
Regular Parent Inservice:	
Instruction in Evaluation	35%
Instruction in Title I History, Philosophy, etc.	71%
Instruction in Leadership Skills	18%

*Percent of Reporting Programs Indicating they had Utilized such a Procedure

PAC Involvement in Program Planning	
PLANNING ACTIVITY	Percent of Programs Responding N=82
Attend Planning Meetings	90%
Review and Approve Final Draft of Application	82%
Read Application and Suggest Revisions	55%
Provide General Input	89%
Other	11%

P.A.C. INVOLVEMENT IN PROGRAM OPERATION	
Activity	Percent of Programs Responding N=82
Observation of Classrooms	78%
Volunteering as Aides	43%
Regular Meetings	93%
Special Programs or Events	49%
Providing Input on Program Details	65%
State Title I Conference	60%
Conferring with Title I Teachers	82%
Home Visits	52%
Other	10%

P.A.C. INVOLVEMENT IN EVALUATION	
Activity	Percent of Programs Responding N=82
Assist in Preparing Evaluation Reports	22%
Review and Approve Evaluation Reports	67%
Provide General Feedback	87%
Observe Program	68%
Complete Questionnaire or Check-Sheet	38%
Participate in Opinion Survey	33%
Other	6%

FUNDS BUDGETED FOR P.A.C. EXPENDITURES BY LEAS	
Expenditures for:	Percent of Programs Responding N=82
Salary for Parent Coordinator	28%
Mileage Expenses	66%
Meeting Costs	55%
Communication (Printing, Mailing, etc.)	54%
Other	24%
No Funds Budgeted	20%

Rank Order of Items Receiving Attention at P.A.C. Meetings: Rank 1 = Most Attention; Ranks = Least Attention; N=75					
	1	2	3	4	5
Program Operation	35	16	11	9	4
Program Planning	25	25	11	12	2
Program Budgeting	4	8	19	14	30
Program Evaluation	1	6	17	27	24
Needs Assessment	10	20	17	13	15

Attendance at State Sponsored Parent Involvement Conference, April 1-2, 1975

Number Attending	400
Percent Parents	52%
Educational Staff	32%
Others or No Response	16%

Roles Represented		
	No.	%
Parents	115	29%
Migrant Parents	1	-
PAC Members	56	14%
Directors	32	8%
Principals	27	7%
Teachers	40	10%
Aides	23	6%
Parent Coordinators	13	3%
Community/Contact Aides	11	3%
Contact/Social Workers	11	3%
Migrant Aides	2	-
Superintendents	2	-
Asst. Superintendents	3	-
Others	47	12%
Didn't Say	17	4%

58 School Districts, 3 Cooperative Programs,
3 Other States (Texas, South Dakota, Wyoming)

EVALUATION

Did the Conference	Excellent		Good		Adequate		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
Accomplish its Objectives? N=102	48	47	36	35	14	14	4	4	0	0

Was your Participation in	Excellent		Good		Adequate		Fair		Poor	
	N	%	N	%	N	%	N	%	N	%
the Conference worthwhile? N=106	57	54	37	35	9	8	2	2	1	1

V-B PERFORMANCE INFORMATION

PERFORMANCE INFORMATION

Two types of information are contained in this section. (1) the accomplishment of objectives and (2) the analysis of available standardized test data.

The accomplishment of objectives pages are organized on the basis of the fact that each program classified its objectives with code numbers to indicate whether the objective was reading, language arts, or any number of other available classifications.

Items A-F deal with the in and out characteristics of pupil enrollment during the course of a year. Populations are not stable and it can never be said with any precision that exactly X number of pupils were served. But, we can examine the transient nature of population and we can account for the reason that when we report 1500 pupils in a program, we report results on only 900 as an example.

Items G-I report the numbers of pupils we may count for evaluation purposes. In this case, the number who received Title I services for the full period for which a project was designed and those who were released from Title I services early due to the fact that teachers had determined that the children no longer needed it, i.e., early success stories.

Items J-L deal with the accomplishment of objectives. If, for example, a local objective states that "80% of the students will gain one month for each month they participate in the Title I Reading program as measured by the Stanford Achievement Test," then of the pupils counted for evaluation, 80% of them are needed to gain a month for a month to reach the objective. Item J states this number. Item K shows the number actually meeting the local standard. Item L shows the number who did not meet the standard.

In conjunction with items J-L percents are provided as a matter of analysis. For example, J as a percent of I would convert all local objectives to say 76% instead of the 80% given in the example above. K provides a number of pupils needed to meet all of the objectives in the State. K as a percent of J shows the degree to which that standard was met.

The number of objectives exceeded by LEA projects, met by LEA projects and not met by LEA projects as well as the amount of inservice education specifically dedicated to these objectives appear on the page also.

The second page which is provided for each objective classification shows the analysis of achievement test scores utilizing expected scores (pre test +1) and observed scores (post-test). These are analyzed utilizing the Chi Square and Kolmogorov-Smirnov tests for significance.

The Chi Square (χ^2) is a test demonstrating differences among the cells between an expected value and an observed value; in this case, numbers of pupils whose scores fell within a given range. The Kolmogorov-Smirnov one sample test not only tests for differences but also tests the entire range of values.

Significant differences demonstrated by these tests may be in either a positive or negative direction, i.e., the test may show that there was a difference in the direction of less than (<) the expected value or greater than (>) the expected value. To determine directionality of significant χ^2 or Kolmogorov-Smirnov, the median and mean were established for both expected and observed values. If on median, there was a change of one cell or on the mean there was a change of .5, the χ^2 and Kolmogorov-Smirnov, the test was said to be significant in the direction observed in the median or mean or both. Direction is shown in the charts as < YES or YES>.

If no significant differences were encountered and there was no perceptible shift in the median or mean from the expected values to the observed values, it was interpreted that no differences existed between the two sets of values. If no difference existed, then the group had done what we expected it to do. It had accomplished a gain of approximately one year. This is shown in the charts as simply YES or NO.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS
PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	3421
B.	Pupils entering projects later than pre-test	691
C.	Pupils who moved out of school or district during projects	555
D.	Pupils who dropped out of school during projects	98
E.	Pupils who were dropped from projects for other reasons before post-test	166
F.	Final enrollment	3293

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	52
H.	Pupils who were in the projects for the entire time from pre-test to post-test	2461
I.	Total	2513

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	1909	%of I.	76.0%
K.	Number of pupils who met the objectives	1566	%of J.	82.0%
L.	Number of pupils who did not meet the objectives	947	%of J.	37.7%

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	15
Number of objectives met by projects	4
Number of projects not meeting their objectives	12

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE(F.T.E)

	1/2day-less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	4	3	15	69	7
Aides	8	13	27	54	0
Others	1	4	9	14	1
Projects Exceeding Objectives					
Teachers	3	0	0	45	2
Aides	5	9	1.0	32	0
Others	0	3	0	0	0

% of I. 62.3%

*Number Close 242

*Number considered by program directors to be so close that they should be counted as having met the objective, but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

ENGLISH LANGUAGE ARTS, PART A, REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	158	7	12.02	17.80	<Yes	.097	.141	<Yes
4-5-6	137	9	14.68	16.78	Yes>	.104	.161	Yes>
TOTAL ELEM.	296	11	17.28	19.64	<Yes	.071	.086	<Yes
7-8-9	326	14	21.06	81.17	<Yes	.068	.144	<Yes
10-11-12								
TOTAL SEC.	326	14	21.06	81.17	<Yes	.068	.144	<Yes

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	755	9	14.68	9850.3	Yes>	.044	.554	Yes>
1-2-3	43	6	10.64	22.11	Yes>	.186	.349	Yes>
4-5-6	9	2	4.60	5.83	Yes>	.388	.778	Yes>
TOTAL ELEM.	807	9	14.68	10173.7	Yes>	.043	.546	Yes>
7-8-9	85	6	10.64	20.34	<Yes	.132	.114	No
10-11-12	38	6	10.64	14.46	<Yes	.198	.264	<Yes
TOTAL SEC.	123	7	12.02	16.14	Yes	.110	.061	No

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	1,861
B.	Pupils entering projects later than pre-test	194
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	246
F.	Final enrollment	1,809

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	1,603
I.	Total	1,603

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	1,219	% of I.	76%	
K.	Number of pupils who met the objectives	1,343	% of J.	110.2%	% of I. 83.8%
L.	Number of pupils who did not meet the objective	260	% of I.	16.2%	* Number Close 11

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	9
Number of objectives met by projects	2
Number of projects not meeting their objectives	2

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	7?.0	.0	92.2	.0	.0
Aides	12.0	.0	21.3	.0	.0
Others	6.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	46.0	.0	64.2	.0	.0
Aides	8.0	.0	13.3	.0	.0
Others	6.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART B REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	155
B.	Pupils entering projects later than pre-test	0
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	155

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	155
I.	Total	155

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	0
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	4.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	4.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	116	% of I.	74.8%		
K.	Number of pupils who met the objectives	136	% of J.	117.2%	% of I.	87.7%
L.	Number of pupils who did not meet the objective	19	% of I.	12.3%	* Number Close	5

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART B SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	134
B.	Pupils entering projects later than pre-test	1
C.	Pupils who moved out of school or district during projects	1
D.	Pupils who dropped out of school during projects	30
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	104

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	92
I.	Total	92

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	55	% of I.	59.8%	
K.	Number of pupils who met the objectives	69	% of J.	125.5%	% of I. 75.0%
L.	Number of pupils who did not meet the objective	23	% of I.	25.0%	* Number Close 11

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	2
Number of objectives met by projects	0
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	10.0	.0	.0
Aides	.0	10.0	.0	.0	.0
Others	.0	.0	1.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	10.0	.0	.0
Aides	.0	10.0	.0	.0	.0
Others	.0	.0	1.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART C REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	22
B.	Pupils entering projects later than pre-test	2
C.	Pupils who moved out of school or district during projects	5
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	19

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	19
I.	Total	19

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	12	% of I.	63.2%	
K.	Number of pupils who met the objectives	14	% of J.	116.7%	% of I. 73.7%
L.	Number of pupils who did not meet the objective	5	% of I.	26.3%	* Number Close 3

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	0
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

LANGUAGE ARTS PART C SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	363
B.	Pupils entering projects later than pre-test	65
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	36
F.	Final enrollment	392

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	324
I.	Total	

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	243	% of I.	75.0%	
K.	Number of pupils who met the objectives	302	% of J.	124.3%	% of I. 93.2%
L.	Number of pupils who did not meet the objective	22	% of I.	6.8%	* Number Close 2

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	0
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE (Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	33.0	.0	.0	.0
Aides	.0	3.0	.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	33.0	.0	.0	.0
Aides	.0	3.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

ENGLISH LANGUAGE ARTS, PART C SUMMER TERM

GRADE EQUIVALENCY SCORES

	χ^2					Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	324	9	14.68	354.31	Yes>	.068	.392	Yes>
1-2-3								
4-5-6								
TOTAL ELEM.	324	9	14.68	354.31	Yes>	.068	.392	Yes>
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

	χ^2					Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

	χ^2					Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	27,753
B.	Pupils entering projects later than pre-test	4,981
C.	Pupils who moved out of school or district during projects	2,421
D.	Pupils who dropped out of school during projects	412
E.	Pupils who were dropped from projects for other reasons before post-test	1,698
F.	Final enrollment	28,203

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	1,020
H.	Pupils who were in the projects for the entire time from pre-test to post-test	24,887
I.	Total	25,907

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	17,607	% of I.	68.0%	
K.	Number of pupils who met the objectives	15,902	% of J.	90.3%	% of I. 61.4%
L.	Number of pupils who did not meet the objective	10,005	% of I.	38.6%	* Number Close 1980

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	48
Number of objectives met by projects	45
Number of projects not meeting their objectives	64

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	81.1	110.1	329.0	292.1	39.0
Aides	46.6	209.0	224.5	182.7	12.3
Others	11.6	32.1	48.0	55.1	5.0
Projects Exceeding Objectives					
Teachers	6.0	14.0	89.5	65.1	.0
Aides	24.0	137.0	46.5	18.7	.0
Others	8.0	8.1	7.0	24.1	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING PART A, REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	5905	11	17.28	2275.76	Yes	.016	.084	Yes
4-5-6	6261	17	24.77	996.69	Yes	.015	.051	Yes
TOTAL ELEM.	12166	17	24.77	2254.69	Yes	.011	.058	Yes
7-8-9	4634	17	24.77	493.30	Yes	.018	.036	Yes
10-11-12	1031	17	24.77	200.11	Yes	.038	.056	Yes
TOTAL SEC.	5665	17	24.77	291.83	Yes	.016	.028	Yes

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	19	7	12.02	5.00	No	.272	.263	No
1-2-3	438	9	14.68	354.12	Yes>	.058	.319	Yes>
4-5-6	157	6	10.64	13.14	Yes	.097	.117	Yes
TOTAL ELEM.	614	9	14.68	348.15	Yes>	.049	.242	Yes>
7-8-9	63	9	14.68	35.56	<Yes	.154	.177	<Yes
10-11-12	74	6	10.64	8.98	No	.142	.149	Yes>
TOTAL SEC.	137	9	10.64	25.53	Yes	.104	.065	No

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	47	3	6.25	24.07	Yes>	.198	.596	Yes>
1-2-3	661	8	13.36	422.2	Yes>	.047	.252	Yes>
4-5-6	822	7	12.02	69.97	Yes>	.043	.090	Yes>
TOTAL ELEM.	1530	8	13.36	467.3	Yes	.031	.171	Yes
7-8-9	173	5	9.24	2.44	No	.093	.046	No
10-11-12								
TOTAL SEC.	173	5	9.24	2.44	No	.093	.046	No

N = Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	2,030
B.	Pupils entering projects later than pre-test	63
C.	Pupils who moved out of school or district during projects	41
D.	Pupils who dropped out of school during projects	72
E.	Pupils who were dropped from projects for other reasons before post-test	53
F.	Final enrollment	1,927

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	1,874
I.	Total	1,874

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	1,501	% of I.	80.1%	
K.	Number of pupils who met the objectives	1,258	% of J.	83.8%	% of I. 67.1%
L.	Number of pupils who did not meet the objective	616	% of I.	32.9%	* Number Close 271

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	5
Number of objectives met by projects	5
Number of projects not meeting their objectives	12

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	48.0	22.0	34.0	20.5	.0
Aides	11.0	14.0	7.0	10.8	.0
Others	4.0	.0	3.0	3.0	.0
Projects Exceeding Objectives					
Teachers	6.0	.0	2.0	5.5	.0
Aides	5.0	.0	3.0	5.5	.0
Others	.0	.0	3.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING, PART A, SUMMER TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	235	10	15.99	1819.2	<Yes	.080	.413	<Yes
4-5-6	285	16	23.54	142.5	Yes	.072	.127	Yes
TOTAL ELEM.	520	16	23.54	502.8	<Yes	.054	.182	<Yes
7-8-9	42	10	15.99	11.83	No	.188	.205	Yes>
10-11-12								
TOTAL SEC.	42	10	15.99	11.83	No	.188	.205	Yes>

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	38	8	13.36	16.33	Yes>	.198	.219	Yes>
4-5-6	20	7	12.02	15.99	Yes>	.264	.202	No
TOTAL ELEM.	58	8	13.36	32.08	Yes>	.160	.202	Yes>
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING, PART B, SUMMER TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	124
B.	Pupils entering projects later than pre-test	0
C.	Pupils who moved out of school or district during projects	1
D.	Pupils who dropped out of school during projects	30
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	93

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	82
I.	Total	82

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	41	% of I.	50.0%	
K.	Number of pupils who met the objectives	32	% of J.	78.0%	% of I. 39.0%
L.	Number of pupils who did not meet the objective	50	% of I.	61.0%	* Number Close 15

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	0
Number of projects not meeting their objectives	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	0	0	10.0	0	0
	Aides	0	10.0	.0	0	0
	Others	0	0	1.0	0	0
Projects Exceeding Objectives	Teachers	0	0	0	0	0
	Aides	0	0	0	0	0
	Others	0	0	0	0	0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING, PART B SUMMER TERM

GRADE EQUIVALENCY SCORES

		χ^2				Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	14	4	7.78	10.41	<Yes	.314	.786	<Yes
4-5-6	36	6	10.64	8.64	No	.203	.265	<Yes
TOTAL ELEM.	50	7	12.02	29.57	<Yes	.173	.410	<Yes
7-8-9	7	4	7.78	5.50	No	.438	.571	<Yes
10-11-12								
TOTAL SEC.	7	4	7.78	5.50	No	.438	.571	<Yes

DECILE SCORES

		χ^2				Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	10	3	6.25	5.88	No	.368	.389	Yes>
4-5-6								
TOTAL ELEM.	10	3	6.25	5.88	No	.368	.389	Yes>
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

		χ^2				Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING PART C REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	222
B.	Pupils entering projects later than pre-test	29
C.	Pupils who moved out of school or district during projects	23
D.	Pupils who dropped out of school during projects	3
E.	Pupils who were dropped from projects for other reasons before post-test	13
F.	Final enrollment	212

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	27
H.	Pupils who were in the projects for the entire time from pre-test to post-test	183
I.	Total	210

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	1
Number of projects not meeting their objectives	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	.0	.0	2.0	.0	.0
	Aides	.0	.3	4.0	.0	.0
	Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives	Teachers	.0	.0	2.0	.0	.0
	Aides	.0	.0	4.0	.0	.0
	Others	.0	.0	.0	.0	.0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	167	% of I.	79.5%		
K.	Number of pupils who met the objectives	134	% of J.	80.2%	% of I.	63.8%
L.	Number of pupils who did not meet the objective	76	% of I.	36.2%	* Number Close	13

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING, PART C REGULAR TERM

GRADE EQUIVALENCY SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	6	2	4.6	1.25	No	.470	.167	No
1-2-3								
4-5-6								
TOTAL ELEM.	6	2	4.6	1 25	No	.470	.167	No
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING PART C SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	171
B.	Pupils entering projects later than pre-test	28
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	3
E.	Pupils who were dropped from projects for other reasons before post-test	25
F.	Final enrollment	171

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	150
I.	Total	150

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	103	% of I.	68.7%	
K.	Number of pupils who met the objectives	114	% of J.	110.7%	% of I. 76.0%
L.	Number of pupils who did not meet the objective	36	% of I.	24.0%	* Number Close 3

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	1
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	4.0	8.0	.0	.0
Aides	.0	8.0	9.0	.0	.0
Others	.0	1.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	4.0	.0	.0	.0
Aides	.0	7.0	.0	.0	.0
Others	.0	1.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING, PART C SUMMER

GRADE EQUIVALENCY SCORES

		χ^2				Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K	85	11	17.28	2607.7	Yes>	.132	.600	Yes>
1-2-3								
4-5-6								
TOTAL ELEM.	85	11	17.28	2607.7	Yes>	.132	.600	Yes>
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

		χ^2				Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	65	9	14.68	111.33	Yes >	.151	.246	Yes>
TOTAL ELEM.	65	9	14.68	111.33	Yes >	.151	.246	Yes>
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

		χ^2				Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING
INSTITUTIONS FOR NEGLECTED REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A. Pupils initially enrolled in projects	21	
B. Pupils entering projects later than pre-test	19	
C. Pupils who moved out of school or district during projects	0	
D. Pupils who dropped out of school during projects	0	
E. Pupils who were dropped from projects for other reasons before post-test	13	
F. Final enrollment	27	

PUPILS COUNTED FOR EVALUATION PURPOSES

G. Pupils who were removed from projects before post-test because they no longer needed special assistance	4	
H. Pupils who were in the projects for the entire time from pre-test to post-test	11	
I. Total	15	

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J. Number of pupils needed to meet all objectives established by LEAs	11	% of I.	73.3%		
K. Number of pupils who met the objectives	12	% of J.	109.1%	% of I.	80.0%
L. Number of pupils who did not meet the objective	3	% of I.	20.0%	* Number Close	0

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	1
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	1.0	.0	.0
Aides	.0	.0	1.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	.0	.0	.0
Aides	0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING
BOTH NEGLECTED AND DELINQUENT INSTITUTIONS, REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	40
B.	Pupils entering projects later than pre-test	26
C.	Pupils who moved out of school or district during projects	13
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	2
F.	Final enrollment	51

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	41
I.	Total	41

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	1
Number of objectives met by projects	0
Number of projects not meeting their objectives	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	.0	.0	3.0	.0	.0
	Aides	.0	.0	1.0	.0	.0
	Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives	Teachers	.0	.0	2.0	.0	.0
	Aides	.0	.0	1.0	.0	.0
	Others	.0	.0	.0	.0	.0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	37	% of I.	90.2%		
K.	Number of pupils who met the objectives	34	% of J.	91.9%	% of I.	82.9%
L.	Number of pupils who did not meet the objective	7	% of I.	17.1%	* Number Close	1

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

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ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING, NEGLECTED AND DELINQUENT, REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	6	3	6.25	5.00	No	.470	.333	No
TOTAL ELEM.	6	3	6.25	5.00	No	.470	.333	No
7-8-9	5	2	4.60	3.00	No	.510	.600	Yes>
10-11-12								
TOTAL SEC.	5	2	4.60	3.00	No	.510	.600	Yes>

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS, PART C, SUMMER TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	85	7	12.02	12.61	Yes	.132	.059	NO
TOTAL ELEM.	85	7	12.02	12.61	Yes	.132	.059	No
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

READING
BOTH NEGLECTED AND DELINQUENT, SUMMER TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	14
B.	Pupils entering projects later than pre-test	4
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	18

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	14
I.	Total	14

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	9	% of I.	64.3%		
K.	Number of pupils who met the objectives	9	% of J.	100.0%	% of I.	64.3%
L.	Number of pupils who did not meet the objective	5	% of I.	35.7%	* Number Close	0

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	1
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	2.0	.0	.0	.0	.0
Aides	1.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

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ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

READING, NEGLECTED AND DELINQUENT, SUMMER

GRADE EQUIVALENCY SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6	10	5	9.24	6.67	No	.368	.300	No
TOTAL ELEM.	10	5	9.24	6.67	No	.368	.300	No
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

8 χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	7,300
B.	Pupils entering projects later than pre-test	1,453
C.	Pupils who moved out of school or district during projects	755
D.	Pupils who dropped out of school during projects	86
E.	Pupils who were dropped from projects for other reasons before post-test	436
F.	Final enrollment	7,476

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	238
H.	Pupils who were in the projects for the entire time from pre-test to post-test	6,136
I.	Total	6,374

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	4,414	% of I.	69.3%	
K.	Number of pupils who met the objectives	4,092	% of J.	92.7%	% of I. 64.2%
L.	Number of pupils who did not meet the objective	2,282	% of I.	35.8%	* Number Close 461

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	12
Number of objectives met by projects	18
Number of projects not meeting their objectives	22

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	31.2	61.0	86.6	75.0	29.0
Aides	28.4	33.0	77.4	69.0	.3
Others	.1	2.0	21.2	10.3	3.0
Projects Exceeding Objectives					
Teachers	8.0	16.0	24.0	25.0	21.0
Aides	9.0	17.0	26.0	19.0	.0
Others	.0	1.0	8.0	1.0	2.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS, PART A REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3	942	8	13.36	118.80	Yes	.040	.032	No
4-5-6	1589	14	21.06	249.20	Yes	.031	.057	Yes
TOTAL ELEM.	2531	15	22.31	208.63	Yes	.024	.036	Yes
7-8-9	398	15	22.31	53.90	Yes	.061	.053	Yes
10-11-12								
TOTAL SEC.	398	15	22.31	53.90	Yes	.061	.053	Yes

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLI$HING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	1,595
B.	Pupils entering projects later than pre-test	104
C.	Pupils who moved out of school or district during projects	8
D.	Pupils who dropped out of school during projects	26
E.	Pupils who were dropped from projects for other reasons before post-test	65
F.	Final enrollment	1,600

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	1,519
I.	Total	1,519

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	1,201	% of I.	79.1%		
K.	Number of pupils who met the objectives	1,099	% of J.	91.5%	% of I.	72.4%
L.	Number of pupils who did not meet the objective	420	% of I.	27.6%	* Number Close	68

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	2
Number of objectives met by projects	3
Number of projects not meeting their objectives	5

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	41.0	22.0	71.0	15.0	.0
Aides	9.0	1.0	11.0	5.3	.0
Others	1.0	.0	3.0	3.0	.0
Projects Exceeding Objectives					
Teachers	6.0	.0	3.0	.0	.0
Aides	5.0	.0	3.0	.0	.0
Others	.0	.0	3.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS, PART A SUMMER TERM

GRADE EQUIVALENCY SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3 122	122	8	13.36	289.32	<Yes	.110	.482	<Yes
4-5-6 217	217	13	19.81	78.61	<Yes	.083	.153	<Yes
TOTAL ELEM.	339	14	21.06	309.72	<Yes	.066	.167	<Yes
7-8-9	44	10	15.99	39.32	Yes>	.184	.319	Yes >
10-11-12	8	7	12.02	13.13	Yes>	.411	.455	Yes >
TOTAL SEC.	52	12	18.55	47.73	Yes>	.173	.326	Yes >

DECILE SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

χ^2 Kolmogorov-Smirnov-One Sample

GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS PART B REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	30
B.	Pupils entering projects later than pre-test	0
C.	Pupils who moved out of school or district during projects	1
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	0
F.	Final enrollment	29

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	29
I.	Total	29

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	0
Number of projects not meeting their objectives	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	3.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	3.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	29	% of I.	100%	
K.	Number of pupils who met the objectives	16	% of J.	55.2%	% of I. 55.2%
L.	Number of pupils who did not meet the objective	13	% of I.	44.8%	* Number Close 5

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS PART C SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	103
B.	Pupils entering projects later than pre-test	28
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	25
F.	Final enrollment	106

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	85
I.	Total	85

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	57	% of I.	67.1%	
K.	Number of pupils who met the objectives	46	% of J.	80.7%	% of I. 54.1%
L.	Number of pupils who did not meet the objective	39	% of I.	45.9%	* Number Close 4

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	0
Number of projects not meeting their objectives	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	8.0	.0	.0
Aides	.0	1.0	9.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS
MATHEMATICS
INSTITUTIONS FOR NEGLECTED REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	21
B.	Pupils entering projects later than pre-test	19
C.	Pupils who moved out of school or district during projects	0
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	13
F.	Final enrollment	27

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	4
H.	Pupils who were in the projects for the entire time from pre-test to post-test	11
I.	Total	15

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	11	% of I.	73.3%	
K.	Number of pupils who met the objectives	11	% of J.	100.0%	% of I. 73.3%
L.	Number of pupils who did not meet the objective	4	% of I.	26.7%	* Number Close 0

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	1
Number of projects not meeting their objectives	0

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	.0	1.0	.0	.0
Aides	.0	.0	1.0	.0	.0
Others	.0	.0	.0	.0	.0
Projects Reporting Only Inservice					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

MATHEMATICS, NEGLECTED, REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9	10	5	9.24	18.22	Yes>	.368	.418	Yes>
10-11-12								
TOTAL SEC.	10	5	9.24	18.22	Yes>	.368	.418	Yes>

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

MATHEMATICS
BOTH NEGLECTED AND DELINQUENT INSTITUTIONS, REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	34
B.	Pupils entering projects later than pre-test	1
C.	Pupils who moved out of school or district during projects	3
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	6
F.	Final enrollment	26

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	25
I.	Total	

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	0
Number of projects not meeting their objectives	1

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE

(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	.0	.0	.0	.0	.0
	Aides	.0	.0	1.0	.0	.0
	Others	.0	.0	.0	.0	.0
Projects Exceeding Objectives	Teachers	.0	.0	.0	.0	.0
	Aides	.0	.0	.0	.0	.0
	Others	.0	.0	.0	.0	.0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	17	% of I.	68.0%		
K.	Number of pupils who met the objectives	13	% of J.	76.5%	% of I.	52.0%
L.	Number of pupils who did not meet the objective	12	% of I.	48.0%	* Number Close	1

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

GENERAL ACADEMIC IMPROVEMENT PART A REGULAR TERM

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	330
B.	Pupils entering projects later than pre-test	106
C.	Pupils who moved out of school or district during projects	43
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	2
F.	Final enrollment	391

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	276
I.	Total	276

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	0
Number of objectives met by projects	1
Number of projects not meeting their objectives	4

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

		1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects	Teachers	.0	.0	4.0	1.0	.0
	Aides	2.0	.0	.0	.0	.0
	Others	.0	.0	2.0	3.0	.0
Projects Exceeding Objectives	Teachers	.0	.0	.0	.0	.0
	Aides	.0	.0	.0	.0	.0
	Others	.0	.0	.0	.0	.0

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	222	% of I.	80.4%		
K.	Number of pupils who met the objectives	177	% of J.	79.7%	% of I.	64.1%
L.	Number of pupils who did not meet the objective	99	% of I.	35.9%	* Number Close	8

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

GENERAL ACADEMIC IMPROVEMENT, PART A REGULAR TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9	131	14	21.06	97.43	Yes	.107	.227	Yes
10-11-12								
TOTAL SEC.	131	14	21.06	97.43	Yes	.107	.227	Yes

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif.χ^2	C.V.D.	D.	Sig. Dif.k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING OBJECTIVES SET FORTH BY LOCAL EDUCATIONAL AGENCIES
CLASSIFIED AS

GENERAL ACADEMIC IMPROVEMENT PART A SUMMER

(Duplicated Count)

ENROLLMENTS AND MISSING DATA

A.	Pupils initially enrolled in projects	107
B.	Pupils entering projects later than pre-test	15
C.	Pupils who moved out of school or district during projects	1
D.	Pupils who dropped out of school during projects	0
E.	Pupils who were dropped from projects for other reasons before post-test	3
F.	Final enrollment	118

PUPILS COUNTED FOR EVALUATION PURPOSES

G.	Pupils who were removed from projects before post-test because they no longer needed special assistance	0
H.	Pupils who were in the projects for the entire time from pre-test to post-test	114
I.	Total	114

NUMBER AND PERCENT OF PUPILS MEETING OBJECTIVES ESTABLISHED BY LEAs

J.	Number of pupils needed to meet all objectives established by LEAs	93	% of I.	81.6%		
K.	Number of pupils who met the objectives	89	% of J.	95.7%	% of I.	78.1%
L.	Number of pupils who did not meet the objective	25	% of I.	21.9%	* Number Close	5

PROGRAM-PROJECT INFORMATION

Number of objectives exceeded by projects	2
Number of objectives met by projects	3
Number of projects not meeting their objectives	5

INSERVICE TRAINING PROVIDED FOR THIS OBJECTIVE
(Number F.T.E.)

	1/2 day less	More than 1/2 day	More than 1 day	More than 5 days	More than 18 days
All projects					
Teachers	.0	9.0	.0	.0	.0
Aides	.0	4.0	.0	.0	.0
Others	.0	1.0	.0	.0	.0
Projects Exceeding Objectives					
Teachers	.0	.0	.0	.0	.0
Aides	.0	.0	.0	.0	.0
Others	.0	.0	.0	.0	.0

*Number considered by program directors to be so close that they should be counted as having met the objectives but were not counted.

173

174

ANALYSIS OF STANDARDIZED TEST DATA
IN RELATIONSHIP TO

GENERAL ACADEMIC IMPROVEMENT, PART A, SUMMER TERM

GRADE EQUIVALENCY SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif. χ^2	C.V.D.	D.	Sig. Dif. k-s
Pre K--K								
1-2-3	42	5	9.24	13.64	< Yes	.188	.429	< Yes
4-5-6	30	7	12.02	20.28	< Yes	.220	.433	< Yes
TOTAL ELEM.	72	9	14.68	26.95	< Yes	.144	.267	< Yes
7-8-9								
10-11-12								
TOTAL SEC.								

DECILE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif. χ^2	C.V.D.	D.	Sig. Dif. k-s
Pre K--K	34	8	13.36	88.02	Yes>	210	647	Yes>
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

STANINE SCORES

			χ^2			Kolmogorov-Smirnov-One Sample		
GRADES	N	DF	C.V.χ^2	χ^2	Sig. Dif. χ^2	C.V.D.	D.	Sig. Dif. k-s
Pre K--K								
1-2-3								
4-5-6								
TOTAL ELEM.								
7-8-9								
10-11-12								
TOTAL SEC.								

N - Number pf Pupils.
DF = Degrees of Freedom, Chi Square.
C.V.χ^2 = Critical Value of Chi Square at .10 which must be attained for significance.
χ^2 = Chi Square Value.
Sig. Dif. χ^2 = Is the Chi Square significant? In what direction < or >?

C.V.D. = Critical Value of D at .10. Required for significance in Kolmogorov-Smirnov calculation
D = The value of D.
Sig. Dif. k-s = Is there a significant difference? In what direction < or >?

PUPILS ACCOMPLISHING AFFECTIVE OBJECTIVES
PART A REGULAR TERM

Enrollments

OBJECTIVE TYPE	(1) Initial Enrollment	(2) Entered Late	(3) Moved	(4) Dropout	(5) Other	(6) Final Enrollment	(7) EVALUATION COUNT Removed	(8) Entire Time	(9) Total
General Attitude Improvement	485	118	46	19	4	534	72	496	568
Improve Attitudes About Academic Subjects	2,410	650	225	75	257	2,503	27	2,035	2,062
Improve Self-Concept	422	129	56	9	11	475	65	370	435
Improve Attitudes Related to Other Persons or Groups	500	20	0	10	0	510	0	417	417

OBJECTIVE TYPE	(A) Needed to Meet Obj.	(B) Percent of Column 9	(C) Met Objective	(D) Percent of Column A	(E) Percent of Column 9	(F) Obj. NotMet	(G) % of Col.9	(H) PROFILES Close	Ex-ceed	Met	Not Met
General Attitude Improvement	356	62.7%	475	133.4%	83.6%	93	16.4%	14	5	2	0
Improve Attitudes About Academic Subjects	1,641	79.6%	1,133	69.0%	54.9%	929	45.1%	184	2	4	9
Improve Self-Concept	313	72.0%	294	93.9%	67.6%	141	32.4%	43	3	2	6
Improve Attitudes Related to Other Persons or Groups	229	54.9%	400	174.7%	95.9%	17	4.1%	0	1	0	0

VI. PROMISING PROGRAMS OR PROJECTS

Three criteria were used to select the promising programs or projects.

1. The program had a monitoring report of high quality which showed substantial complaince with Title I regulations.

2. The program or project had a high degree of pupil achievement in relation to the objectives.

3. The program or project demonstrated that substantially the same conditions exist this year (FY1976) as last year when the programs were monitored.

The follpwing programs were selected:

District	Contact Person
Greeley School District 6	Mr. Charles M. Smith
Adams-Arapahoe School Dist. 28J	Mrs. Carol Kincaid
Larimer County School Dist. R1	Mr. C. Buford Plemmons
Denver School District	Mr. Robert W. Hirsch
Boulder School District Re2J	Mrs. Elizabeth Treadwell
Fremont County School Dist. Re1	Dr. James Pahlau
Pueblo School District 70	Mrs. Lola Belvill
Adams County School Dist. 50	Mrs. Lillian Cannon

VII. CONCLUSIONS

Language Arts (Oral and Written Communication)

While programs operating Language Arts projects did not produce achievement at the levels they had hoped they would, data indicated that substantial progress had been made. Reports indicated that in Part A programs they had achieved their objectives with 82% of the population they had hoped to reach. This was 62.3% of the entire population who met local standards.

Using an arbitrary state standard of expected growth of one year gain for one year in the program, achievement testing results showed that for the entire population the same medians and means were not attained on the post-test scores. Negative directions of significant χ^2 and Kolmogorov-Smirnov were determined when reports of grade equivalency scores were analyzed.

However, such was not the case for those reports utilizing percentiles as a base. The medians and means showed a consistent increase through grade 9 with only slight negative values in medians and means in grades 10-12.

Programs under Part B and C and summer programs seemed to be exceeding their own standards and where test data was available were exceeding their expected levels.

Regular term programs in the language arts in Colorado should carefully examine the standards they have established through their objectives, the procedures they are using to reach those objectives, and the relatedness of the measuring instruments they use to the content of what they are actually teaching.

Reading

Part A projects with objectives in reading produced results at what appeared to be a rather high level. To meet all LEA objectives, 68% of the pupils counted for evaluation was required throughout the State. The result of project efforts was that 61.4% of the pupils met LEA criteria which is only 6.6% short of the goal established in program plans. Projects met their objectives at the 90.3% level. It is interesting to note that of 157 objectives, 48 were at higher levels of performance than the objective called for, 45 were met and 64 did not meet the standards. The greater number met or exceeded objectives.

No negative directionality for χ^2 of Kolmogorov-Smirnov was obtained for regular term Part A projects except for grades 7-8-9 reported by decile indicating that over all approximately a year's growth had been attained.

The small project funded under Part B summer term showed very little indication of results.

Part C regular term projects in reading showed results comparable to Part A results. Part C summer projects exceeded their expectancies and statistical analysis showed significant difference in a positive direction.

Institutions for neglected and delinquent showed accomplishment of their objective and success in achievement test gains.

It would appear from the data that reading programs which are achieving their objectives are keeping the State results at a reasonably high level. However, those who are not are tending to keep State results somewhat below desired levels of performance. Those projects showing that they did not reach their objectives should reexamine objectives and their total approach to providing reading services.

Mathematics

Projects with mathematics objectives achieved at reasonably high levels. Of the population estimated to be reached in the applications 92.7% were reached. This constituted 64.2% of the total population. Statistical significance showed no direction indicating that approximately one year's growth had been attained. Summer projects seemed to be on a par with regular term but showed weaknesses in the primary grades.

Part B regular term projects did not seem to be particularly successful in meeting their own objectives.

Part C summer term produced most results.

Institutions for the neglected and delinquent showed rather high and significant results and reported that their objectives were exceeded.

General Academic Improvement

A small number of projects did not attempt to identify pupils on the basis of need in reading, mathematics or language arts. Rather, they looked at pupils in the broader sense and identified pupils who were academically poor in a general sense. Remediation was then directed at those areas of greatest pupil weakness.

The regular term projects came within .7% of meeting their objectives precisely as they had stated them. This would be 80.4% of the total population with 64.1% of the total population meeting the objectives. Achievement scores were significant but did not show direction thus indicating approximately one year of growth.

Summer term projects could not claim the success obtained in the regular term. The number achieving the objectives was not as high and negative direction of statistical tests were produced in the elementary grades.

Affective Objectives

Many projects had affective objectives included in the projects dealing with cognitive subject matter. In general, these objectives amount to an improvement in attitude generally or attitudes regarding academic subjects, one's self-or attitudes regarding other people.

Various methods of determining outcomes of these objectives were utilized in projects. For the most part, projects were successful in the achievement of these objectives.

General attitude objectives were exceeded by 33% of what was anticipated and "attitudes toward others" were exceeded by 74% of expectancy. Self-concept improvement fell slightly short of what was expected and the lowest was attitude toward the academic subject but some measure of success was attained in that area also.

VIII. RECOMMENDATIONS

1. State Education Agency consultants should be vigilant in application approval with regard to objectives. Standards should be high but realistic for the communities and populations served.

2. Local program directors, who have submitted reports showing something less in achievement than the stated objectives, should do a careful analysis of their programs to determine causes. This should be done with staff and parent participation. For larger districts, each building should look at causes.

3. Projects exceeding their objectives should set their standards a little higher.

4. Since Title I in Colorado no longer provides services to special education and the handicapped, 100% achievement of exceptionally high standards is not an "impossible dream" and program personnel should be working toward this goal.

APPENDIX

Definitions of Objective Classifications Reported

COGNITIVE DOMAIN

05 00 00 English Language Arts

English language arts is comprised of the body of related subject matter or the body of related courses, organized for carrying on learning experiences concerned with developing (1) an understanding of the language system; (2) proficiency and control in the use of the English language; (3) appreciation of a variety of literary forms; (4) understanding and appreciation of various aspects of past and present cultures as expressed in literature; and (5) interests which will motivate lifelong learning.

05 01 01 Reading

Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning. The teaching of reading is differentiated according to a number of levels and objectives. The continuous development of reading skills and vocabulary applies to all subject- matter areas, emphasizing selected skills and vocabulary appropriate to pupils' needs in different learning situations.

05 01 02 Handwriting

Instruction designed to assist pupils in learning the processes and development of skills involved in using an inscribing instrument to record manually material to be read.

05 01 03 Spelling

Organized subject matter, experiences, and learning activities concerned with developing the mind - eye - hand coordinations and memory involved in ordering letters into whole words according to standard written usage.

05 01 08 Voice and Diction

The study and application through exercises of knowledge about voice production and the means for improving projection, articulation, pronunciation, phrasing, melody patterns, et al., and for developing where needed, often through the use of phonetics, standard usage.

05 01 97 Study Skills

Study skills consist of a variety of techniques to be learned by students to assist them in learning subject matters rapidly and efficiently. Included are techniques for studying a textbook, finding information, writing reports and other topics appropriate to good study habits.

05 01 98 All of the above except reading

05 01 99 Other Language Skills (specify)

05 04 00 Composition

Learning activities concerned with the art of selecting, combining, and arranging words in connected discourse.

05 05 00 Speech

Subject matter and experiences comprised of a wide spectrum of studies and activities that range from the scientific (voice science) through the humanistic (rhetoric) and the behavioral sciences (group dynamics) to the artistic (oral interpretation of literature). The unifying feature of these studies and activities is the predominance, in varying degrees, of oral communication.

05 07 00 Language Development

Language development consists of becoming fluent in one or more languages.

05 07 01 English Oral Language Development

This area is concerned with the development of human speech in a conversational mode. Spoken vocabulary, sentence structure, work meaning and social conversation may be included.

05 07 02 Bilingual Language Development

Bilingual language development consists of subject matters related to becoming fluent and proficient in the use of two languages. Spoken vocabulary, sentence structure, word meaning, social conversation, writing and the study of other subject matters in two languages may be included.

11 00 00 Mathematics

Mathematics comprises the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducing from other quantities, known or supposed, the quantities sought.

18 01 01 Early Childhood Education

Early Childhood Education includes education during the year or years preceding first grade. A prekindergarten or kindergarten class may be organized as a grade of an elementary school which includes the primary level, or it may be a part of a separate school.

19 00 00 Differentialized Curriculum for Handicapped Pupils

The differentialized curriculum for handicapped pupils reflects an increasing awareness today of the individual needs of children. Many children with various types of handicaps cannot benefit from basic subject matter without special education. Handicapped children present learning difficulties, sensory and motor impairments, which require careful study for successful adaptation of instruction. Teachers of exceptional children integrate professional information from psychology, education, and medicine for instructional and therapeutic services. Consequently, special education as applied to each type of handicapped child has developed some distinctive techniques and materials which distinquish it from regular classroom instruction. All handicapped children should have appropriate educational opportunities. As the school shares the responsibility with other social institutions for educating all children, it may make a unique contribution in discovering handicaps and providing the needed services for supporting the type of instruction which will enable pupils to fulfill their maximum potential. The majority of pupils with mild or uncomplicated handicaps can be served best within normal classes for instruction. Those pupils whose handicaps are of such nature and degree as to interfere with intellectual development and learning under regular class methods will require differentialized curriculum for some part of, and, frequently, for all of their education.

19 01 00 Communication Skills - Activities

This area is concerned with learning and using oral, written, and visual language for interrelating with others in the environment.

19 02 00 Interpersonal and Behavioral Coping Skills

Curriculum approaches utilized to emphasize personal and social skills.

19 03 00 Motoric Skills

Instruction specifically designed to develop adequate motoric function which is impaired by restrictions in physical movement caused by crippling conditions, prolonged illness, visual defects, lack of auditory cues, serious cognitive defects, lack of auditory cues, serious cognitive defects, or behavioral disorders often resulting in limited sensory experience upon which school learning is based.

19 04 00 Perceptual Skills

Learning experiences designed to relieve or correct visual, auditory, or tactual and kinesthetic perceptual problems and enable handicapped pupils to integrate multiple-sensory impressions.

30 00 00 Feelings, Beliefs or Values Regarding the School and Content, Self and Others

This area is concerned with the orientation of pupils toward themselves, others and their lives at school; whether they regard themselves as good persons in a social group, whether they regard other members of groups as good persons, and whether they regard school studies as good things to learn.

30 01 00 Feelings, Beliefs or Values Regarding Content

This area is concerned with the feelings, beliefs or values of pupils toward all content or subject offerings in the school. It involves the pupils' total set of feelings that what is being learned is valuable or good. Such feelings, beliefs or values may be reflected in the students' attendance at school, their desire to stay in school or in their disruptive behavior.

NOTE:

The following classifications are concerned with the feelings, beliefs, and values of pupils toward specific content or subject offerings in the school. They involve the pupils' feelings that what is being learned in a particular content area or subject is valuable or good.

30 01 11 Mathematics

30 01 19 Differentialized Curriculum for Handicapped Pupils

40 00 00 Attitudes, Beliefs and Feelings About Self

This area is concerned with the pupil's self concept in regard to whether he sees himself positively as a worthy member of the school and the society at large. He feels he is a good person with something to contribute and deserving of associated rewards for his contributions. He is confident in his own ability, is resourceful, and holds himself in high self-esteem.

40 01 00 Confident in Own Ability

The pupil is aware of both the dimensions and limitations of his abilities and capabilities and does not view himself negatively because of limitations. Rather, he regards his abilities as assets which he uses to further enlarge the scope of his abilities and capabilities.

40 02 00 Resourcefulness

The pupil is not defeated by an encounter with a set of circumstances with which he is unfamiliar in a problem solving situation. Rather he takes what he knows and other available resources and proceeds to construct problem solutions.

40 03 00 Self-Esteem

The pupil views himself as a good person.

50 00 00 Attitudes Toward Others

This area involves the attitudes of pupils toward various social ethnic or cultural groups, attitudes toward peers and attidudes toward adults. It encompasses the "striving together" attidudes which result in harmonious relationships between groups even though conflicts may be encountered in reaching a harmonious or balanced state. It involves acceptance of laws or rules while they are in effect and feeling free to take advantage of freedoms available.

50 01 00 Attitudes Toward Social and Ethnic Groups

This dimension includes the development of attitudes that reflect an understanding of social, cultural, and ethnic group differences and the worthwhile features of life style without feeling imposed upon to conform to those differences or attempting to impose ones own set of criteria for a good life on others.

50 02 00 Attitudes Toward Adults

This area is concerned with the attitudes of pupils toward adults such as parents, teachers, employers, ministers, relatives, etc. These attitudes recognize that adults have problems as pupils have problems; that many adults can be important sources of help and guidance while others are more confused than young people. The young person develops an attitude of receptivity toward those adults whose guidance can be trusted.

60 00 00 Psychomotor Development

Psychomotor development consists of experiences especially designed to help students develop perception, muscle control or neuromuscular coordination.

70 00 00 Environmental

Environmental may be any action taken by the school to provide a supporting environment outside the school which will subsequently lead to better learning for the student in school. Included may be parent training, provision of learning materials in the home, or other enterprises to improve learning outside the school.